

**Eastern Illinois University**  
**The Keep**

---

Spring 2017

2017

---

1-15-2017

# ENG 1001G-003: College Composition I

LeAnn Akins

Follow this and additional works at: [http://thekeep.eiu.edu/english\\_syllabi\\_spring2017](http://thekeep.eiu.edu/english_syllabi_spring2017)



Part of the [English Language and Literature Commons](#)

---

## Recommended Citation

Akins, LeAnn, "ENG 1001G-003: College Composition I" (2017). *Spring 2017*. 9.  
[http://thekeep.eiu.edu/english\\_syllabi\\_spring2017/9](http://thekeep.eiu.edu/english_syllabi_spring2017/9)

This Article is brought to you for free and open access by the 2017 at The Keep. It has been accepted for inclusion in Spring 2017 by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

**ENGLISH 1001-03**  
**College Composition I: Critical Reading and Source-Based Writing**  
SPRING 2017  
MWF 1-1:50 am  
CH 3210/3140

INSTRUCTOR: **LEANN AKINS**

OFFICE HOURS: MWF

10-11 am

12-1 pm

\*and by appointment

OFFICE: CH 3037

MAILBOX: CH 3155

E-MAIL ADDRESS: [lakins@eiu.edu](mailto:lakins@eiu.edu)

**A. COURSE DESCRIPTION:** ENG 1001G. College Composition I: Critical Reading & Source-Based Writing focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. The course challenges students to develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources. Prerequisites: Passing grade ("C" or better) in ENG 1000 or direct placement into ENG 1001G. Students who have either a minimum high school GPA of 3.00 or a minimum ACT-English score of 18/SAT-Writing score of 430 will be placed into ENG 1001G. Students who have both a high school GPA below 3.00 and a 17 or below on ACT-English (420 or below on SAT-Writing) will be placed into ENG 1000. If you are not sure of your status, consult with the Director of Composition.

**B. OBJECTIVES:** Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in Edited American English

**C. MINIMUM WRITING REQUIREMENT OF ENGLISH 1001G:** Writing Centered course whereby the quality of the students' writing is the principal determinant of the course grade. The minimum writing requirement is 5,000 words (roughly equivalent to 20 double-spaced pages) of polished, revised prose in addition to informal writing such as invention work, peer critiques, discussion statements, self-assessments, drafts, etc.

**REQUIRED TEXTS AND MATERIALS:** Must be obtained before next class session.

Braziller and Kleinfeld. *The Bedford Book of Genres: A Guide and Reader*

Harris and Kunka. *Prentice Hall Reference Guide*, 9<sup>th</sup> ed.

Kirsznner and Mandell. *The Blair Reader* 9<sup>th</sup> ed.

Wysocki and Lynch. *Compose, Design, Advocate*, 2<sup>nd</sup> ed.

Flash Drive and ear buds

**COURSE REQUIREMENTS OVERVIEW:** You will be required to write often both in and out of class, to read selections from the texts, to participate actively in classroom discussion and peer group/review exercises, to complete all classroom exercises, and to complete all formal writings. You are also required to attend all conferences when scheduled. Keep track of **all** of your work—activity writings, pre-writings, essay drafts, peer reviews, instructor comments, etc. Do **not** throw away anything!! I will respond critically to students' writing and address both strengths and weaknesses in written comments and/or in conference. I may administer pop quizzes at my discretion. The final course grade will be determined primarily by performance on the writing assignments. Students will schedule individual conferences as required.

**SPECIFIC ACTIVITIES INCLUDE:** See Tentative Course Schedule and Assignment Sheets for more details.

**Quizzes:** At any time, I can give a “pop quiz”. **These cannot be made up, and your missed points will be deducted from your point total at the end of the semester.**

**Conferences:** Twice, you will meet with me either in person or via email to discuss the progress of your drafts. Also note that there are no scheduled classes for a portion of this time. Each student **must** sign up and attend these conferences. To earn the total possible conference points at each meeting, each individual **MUST** do the following:

- Bring/email a completed draft and/or assigned required materials
- Have prepared a list of questions and concerns about the draft.
- Be able to discuss with me anticipated changes and/or revisions made.
- Take notes on the any comments given to you.
- Be an active listener. Offer suggestions to group members if applicable.

**\*\*If you do not attend or if you are late for the appointment, you receive NO points, ONE absence, and NO feedback on your paper.**

**\*\*If you DO attend but DO NOT MEET THE ABOVE CRITERIA, conference points will be deducted.**

**Due to the large number of students/conferences, I cannot allow office OR email conferences to be "made up" and, likewise, cannot allow conference points to be "made up". NO EXCEPTIONS. So, it is important that you sign up for a convenient time and then make every possible effort to participate.**

**Peer reviews:** On three occasions, you will become a peer reviewer for someone or for a group. I will receive a photocopy of the original review that you do for your peer so that you may receive points for having completed it. Further directions for these activities will be given later. **If a PR is not submitted to me on time, the reviewer will suffer one letter grade reduction of points.**

**Steps for Rhetorical Analysis Exercise:** Throughout the semester, you will be logging information for various readings. This exercise assists you in analyzing thoroughly and thoughtfully our assigned texts and, thus, provides a strategy for analyzing all texts. **If an SRA is not submitted to me on time, the reviewer will suffer one letter grade reduction of points.**

**Unit Essays:** There will be three mandatory unit essays and a unit project of various genres. These will undergo an extensive writing process and much revision. There may be graded parts of the process in addition to the final produce. Further instructions will be given for these writings throughout the semester. **Final essays must be submitted at the beginning of class on the due date for which they are assigned. If submitted late, the assignment will suffer one full letter grade for each calendar day it is late. After 3 calendar days, I will no longer accept the assignment, and it will receive 0 points. If you submit essays late, you must give it to my directly or place it in my mailbox with a department signature/time stamp. Otherwise, it will not be accepted.**

**Extra Credit (OPTIONAL):** All Extra Credit can be turned in throughout the course, but it **MUST** be submitted **NO LATER than the beginning of the class period on 4/24.** OPTIONS:

1) Attend any campus/community event that is in some way educational, and type up a 1 page, double spaced response.

2) & 3) Visit the Writing Center for assistance with your writing. After your visit, type up a half page, double spaced summary for me, describing what you learned from the tutor and what changes you plan to make with your writing as a result of that visit. **(may go twice)**

10 points awarded for each. You may do all three for a possible 30 points total. Throughout the semester, I **MAY** offer the class smaller extra credit, overnight homework assignments, **at my discretion.** But individual students cannot negotiate for more.

**LATE WORK:** All assignments are to be submitted at the **BEGINNING** of the class period on which they are due unless otherwise stated on the assignment sheet. Please see the course outline for said dates. **If you submit any work to me late, you must give it to my directly or place it in my mailbox with a department signature/time stamp. Otherwise, it will not be accepted.** In the event of an absence, it is expected that you will get your work to me ahead of time or send your assignments with a classmate for submission. IF an absence is “excused”, you may be permitted to make up assignments at the convenience and discretion of the instructor.

**REVISION:** Revision is ongoing throughout the semester. Items submitted are expected to have been fully revised before submission; items cannot be further revised after submission. **NOTE: Deep Revision, not just surface editing, is expected. Lack of revisions will result in a failing grade.**

**1001 EVALUATION:** By the end of the course, a student must be writing at a “C” level (or a 70%) and possess the skills competent enough to advance to ENG1002. If there is an extreme discrepancy between in-class and out of class work, I reserve the right to base a student’s grade on in-class work alone. Keep track of your points. These are NOT found on D2L.

I will formally evaluate the writing that is evidenced in order to determine whether your writing is ready for ENG 1002. A point breakdown is as follows:

ASSIGNMENT (minimum page requirement each)	Individual Points	Cumulative Points	Grading Scale
Steps to Rhetorical Analysis (1)	8 @10 points each	80 points 12.3%	585-650 = A 520-584 = B 455-519 = C 454 ↓ = NC
Conference Points	2 @ 20 points each	40 points 6.25%	
Peer Review Sheets (1)	3 @ 20 points each	60 points 9%	
Essay Unit 1 (2)		50 points 7.7%	
Unit 2 Expert Group Discussion		20 points 3%	
Essay Unit 2 (4)		100 points 15.33%	
Unit 3 Group Contract		25 points 4%	
Unit 3 Group Project Summary		25 points 4%	
Unit 3 Group Presentation		50 points 7.7%	
Unit 3 Group Essay (6)		100 points 15.33%	
Final Examination		100 points 15.33%	

**COURSE POINT TOTAL:**

**650 points 100%**

<u>Overall Course Scale:</u>	<u>All writing will be assessed analytically according to the following 5 categories according to the “Guidelines for Evaluating Writing Assignments in EIU’s English Department”</u>
<b>100-90%=A</b>	Focus
<b>89-80%= B</b>	Development
<b>79-70%= C</b>	Organization
<b>69% and Below=N/C</b>	Style, Grammar, Mechanics, Spelling and Documentation
	Process (evidence of invention, peer editing, revision) and Audience Consideration

**Note: \* Failure to complete the required assignments (designated with above with the asterisk) will result in a grade of N/C for the course regardless of point totals!** Likewise, class participation, preparedness, and effort can affect any borderline grade. Feel free to come to me and discuss your work and/or grade anytime.

**Note: There is a final examination in ENG 1001; see your course outline for more information.** If you are curious, nervous, frustrated, overwhelmed, confused, or just plain ticked, I’m the one to talk to FIRST! Come see me to discuss your work, your grade, or any issue with me anytime.

LOG YOUR GRADES HERE			
UNIT 1	UNIT 2	UNIT 3	FINAL ESSAY EXAM
SRA 1 /10	SRA 3 /10	SRA 5 /10	/100
SRA 2 /10	SRA 4 /10	SRA 6 /10	
ESSAY 1 /50	Peer Review /20	Project Summary /25	
	Conference /20	Project Contract /25	
	Group Discussion /20	Group Presentation /50	
	ESSAY 2 /100	SRA 7 /10	
		SRA 8 /10	
		Peer Review /20	
		Conference /20	
		In-Group Peer Review /20	
		Group Project 3 /100	
<b>RUNNING TOTAL /70</b>	<b>RUNNING TOTAL /250</b>	<b>RUNNING TOTAL /550</b>	<b>/650</b>
		<b>*Add any extra credit and subtract any quiz scores.</b>	

**ATTENDANCE AND LATE POLICY:** Since this course involves a great deal of class participation, it is essential that you attend classes and conferences alike. You are expected to attend every meeting, to sign in, and to be on time. Remember, if you are absent you are held responsible for the material covered in your absence. This includes any assignments given or collected. In other words, it is up to you to "get caught up." If tardiness or absences become excessive, do not expect to pass ENG 1001.

I will allow for any properly verified absence. The university recognizes "properly verified absences due to illness, emergency, or participation in an official University activity." **Bring the appropriate documentation to me beforehand, if possible. If not, then bring documentation to me when you return to class. Otherwise, I will NOT accept documentation.**

Note: a document from Health Services merely showing that you were there is NOT "proper verification" for an illness that requires you to miss class.

Proper documentation MUST be DATED and may include:

- ◆ Letter from university activity director
- ◆ Doctor's note describing the nature of the illness and the requirement to miss class/work (i.e. flu like symptoms or some such illness where s/he recommends you NOT be at work or at class).
- ◆ Court documents, police reports, etc. that coincide with class time.
- ◆ ER visit notification that coincides with class time
- ◆ Other documentation accepted at my discretion.

**I will allow 4 "unexcused" absences. After 4, you will be given a NO CREDIT for the course.**  
**If you come to class more than 10 minutes late, you have received an unexcused absence.**

#### **ADDITIONAL INFORMATION:**

- ◆ Make sure that you save your work often and in more than one place to prevent loss of material.
- ◆ Save documents with last name, essay number, and draft number. Example: akins1:1 (last name, essay 1, draft one) -- akins1:2 (last name, essay 1, draft 2) -- akins 2:final (last name, essay 2, final draft) and so on.
- ◆ Whenever you email me, be sure that your subject line has your full name and section number.
- ◆ When you attach a document to an email, be sure that the document itself has full contact information in the upper left hand corner (see MLA page formatting).
- ◆ Use only EIU campus mail and ATTACH the documents to the email, do not send me a link to open elsewhere.

#### **WARNINGS:**

- ◆ Anyone who is found tampering with classroom equipment or who is found using a university computer for anything that is not course-related is subject to course dismissal.
- ◆ Anyone who is using a PERSONAL computer for anything that is not course-related **will be asked to leave and will receive one unexcused absence for that class period.**
- ◆ Anyone who is found using a personal electronic device (i.e. iPod, cellular phone, etc.) during class time **will be asked to leave and will receive one unexcused absence for that class period.** Please discretely dismiss yourself from the room if you must use your phone. If you need to take it out to put your assignment into a calendar or to use it for course related tasks, please ask first. Otherwise, I will assume it's unrelated to the class and will not engage in discussion! Be respectful and use common sense.
- ◆ **GRADES ARE NOT POSTED. FURTHERMORE, I DO NOT DISCUSS GRADES IN EMAIL. I ENCOURAGE YOU TO COME BY THE OFFICE DURING OFFICE HOURS OR BY APPOINTMENT TO DISCUSS GRADES.**
- ◆ **USE OF EMAIL: PLEASE CHECK YOUR CAMPUS MAIL EVERY DAY** in case I send important announcements. If you have a question that is not easily and quickly addressed in an email, your **FIRST** line of communication is to see me in person. Come by during office hours or set up an appointment. If, however, you have a simple question, unrelated to grades, feel free to email me. I check email at least once a day, every day, including weekends. Typically it is mid-morning and early evening. However, I will not commit to an exact time of day for checking my email. If you do not hear back from me, then see me in person ASAP.
- ◆ On rare occasions, I may send out a phone text if a conference must be rescheduled. Otherwise, do not use my phone number as a means of contacting me

## ACADEMIC HONESTY AND PLAGIARISM

To honor and protect their own work and that of others, all students must give credit to proprietary sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student.

### Academic honesty:

- ◆ Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.
- ◆ Putting quotation marks around the words that were written or spoken by someone other than oneself.
- ◆ Applying this standard to all assignments (papers, take home exams, presentations, etc.).

### Plagiarism:

To present someone else's work or ideas as one's own is plagiarism. A student commits plagiarism by

- ◆ copying, word for word, someone else's writing without putting that passage in quotation marks and identifying the source.
- ◆ taking someone else's writing, changing some of the words, and not identifying the source;
- ◆ taking someone else's ideas or organization of ideas, putting them into his/her own words and not identifying the source;
- ◆ having someone else change the student's writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student's own work; or
- ◆ purchasing or downloading papers or passages from the Web.

The English Department's statement concerning plagiarism is this: Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random house Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assignment and a grade of F for the course, and to report the incident to the Office of Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

## EWP—ELECTRONIC WRITING PORTFOLIO

**IMPORTANT FOR GRADUATION:** EIU students MAY submit an essay from ENG 1001, a "writing centered" course, for inclusion in a university-required electronic portfolio. **The deadline for submitting the essay to the EWP for this section of 1001 is NO LATER THAN WEDNESDAY, MAY 3<sup>rd</sup>, 1:00pm.** See your academic advisor or me if you have questions. Submission forms, as well as other information about the Electronic Writing Portfolio, are available at <http://www.eiu.edu/~assess>

## RESOURCES

**INFORMATION FOR STUDENTS WITH DISABILITIES:** If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services at 581-6583 as soon as possible.

**WRITING CENTER:** I encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929. The writing center is open Monday through Thursday, 9 a.m. to 3 p.m., and 6 p.m. to 9 p.m. On Friday hours of operation are 9 a.m. to 1 p.m.

**THE STUDENT SUCCESS CENTER:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>L</b>	JAN 9 Syllabus and Outline	10	11 IN CLASS: Diagnostic Writing  ASSIGN: See Unit 1 Assignment Sheet - Reading for Friday	12	13 FOR CLASS HAVE READ: <i>Bedford</i> p 441-443 AND <i>Compose, Design, Advocate</i> p 306-331  IN CLASS: Unit 1
<b>C</b>	16 MLK Birthday NO CLASS	17	18 IN CLASS: Unit 1	19	20 FOR CLASS: Melian Dialogue and SRA
<b>L</b>	23 FOR CLASS: Gowdy and SRA  IN CLASS: Unit 1 Paper assigned	24	25 IN CLASS: Introduce Unit 2 Lecture Appeals  Assign: Work on Unit 1 Essay	26	27 <b>UNIT 1 ESSAY DUE @ BEGINNING OF CLASS</b>  ASSIGN: Expert Groups Check Unit 2 Assignment Sheet
<b>C</b>	30  IN CLASS: Group Work ASSIGN: Check Unit 2 Assignment Sheet	31	FEB 1 FOR CLASS: READ 4 Readings  IN CLASS: Groups 1&2 Experts/Discussion	2	3 FOR CLASS: READ 4 Readings IN CLASS: Groups 3&4 Experts/Discussion  ASSIGN: Begin Interviews/Research for Essay 2
<b>L</b>	6 FOR CLASS: READ 2 Readings IN CLASS: Group 5 Expert/Discussion  ASSIGN: Continue Interviews/Research for Essay 2	7	8 IN CLASS: WORKSHOP Draft Unit 2 Essay – bring work and flash drive etc.  Sign up for Conferences	9	10 FOR CLASS: Unit 2 <b>DRAFT DUE</b> Bring a print copy of your completed draft  IN CLASS: Peer Groups Homework: Peer Review
<b>C</b>	13 <b>NO CLASS</b> Homework: Revise after conference	14  CONFERENCES	15 <b>NO CLASS</b> CONFERENCES Homework: Revise after conference.	16  CONFERENCES	17 LINCOLN Birthday NO CLASS
<b>L</b>	20 <b>UNIT 2 ESSAY DUE @ BEGINNING OF CLASS</b>  IN CLASS: Submit Peer Review you did for a classmate. Begin Unit 3	21	22  FOR CLASS: Read <i>Bedford</i> p694-716 - Villians	23	24  FOR CLASS: Read <i>Bedford</i> p718-734 - Heroes
<b>C</b>	27  IN CLASS: Lecture <i>Bedford</i> Chapter 6 p.303ff; Chapter 7 p.366ff.	28	MAR 1  IN CLASS: BRING LAPTOP  Assign: <b>Preliminary Research Questionnaire</b> and SRA for source	2  Mid-Term Review course syllabus and make appointment to see me if needed	3  IN CLASS: BRING LAPTOP  Assign: <b>Preliminary Research Questionnaire</b> and SRA for source

<b>L</b>	6 IN CLASS: WATCH FILM <b>Preliminary Research Questionnaire and SRA for source DUE</b>	7	8 IN CLASS: WATCH FILM Assign: Film Response Questionnaire and Film SRA	9	10 IN CLASS: WATCH FILM Assign: Film Response Questionnaire and Film SRA
	13 <b>SPRING BREAK</b>	14 <b>SPRING BREAK</b>	15 <b>SPRING BREAK</b>	16 <b>SPRING BREAK</b>	17 <b>SPRING BREAK</b>
<b>C</b>	20 IN CLASS: <b>Film Response Questionnaire and Film SRA DUE</b>	21	22 FOR CLASS: Unit 3 <b>DRAFT DUE</b> Bring print copy of your completed draft  IN CLASS: Peer Groups Homework: Peer Review	23	24 <b>NO CLASS – Office hours open if you need me.</b>
<b>L</b>	27 IN CLASS: <b>UNIT 3 ESSAY DUE @ BEGINNING OF CLASS</b> Submit Peer Review you did for a classmate.  Begin Unit 4	28	29 <b>Library Tour</b> <b>Class meets at south entrance of Booth.</b> Research together the Unit 4 Essay	30	31 IN CLASS: Lecture Research together the Unit 4 Essay
<b>C</b>	<b>APRIL 3</b> <b><u>NO CLASS</u></b> <b>GROUP</b> <b>CONFERENCES</b> <b>IN THE CLASSROOM</b>  Homework: Revise after conference.	4	5 <b><u>NO CLASS</u></b> <b>GROUP CONFERENCES</b> <b>IN THE CLASSROOM</b>  Homework: Revise after conference.	6	7 <b><u>NO CLASS</u></b> <b>GROUP CONFERENCES</b> <b>IN THE CLASSROOM</b>  Homework: Revise after conference.
<b>L</b>	10 IN CLASS: Show me a draft of all 3 genres based on our conference plan  <b>SRAs DUE</b>	11	12 IN CLASS: WORKSHOP Bring Genres to work on	13	14 IN CLASS: Group Presentations
<b>C</b>	17 IN CLASS: Group Presentations	18	19 IN CLASS: Group Presentations	20	21 FOR CLASS: Unit 4 <b>DRAFT</b> <b>of 2 Genres DUE for PEER REVIEW</b>  Homework: Peer Review
<b>L</b>	24 FOR CLASS: Unit 4 <b>DRAFT</b> <b>of 1 Genre DUE for</b> <b>PEER REVIEW</b>  <b>ALL EXTRA CREDIT</b> <b>DUE</b>  Homework: Peer Review	25	26 FOR CLASS: Peer Review of all 3 Genres DUE to group.  Submit to me a copy of Peer Review that your group completed.  IN CLASS: Workshop: Revise Unit 4 Project – bring work and flash drive etc.	27	28 IN CLASS: <b>Unit 4 Project Due</b> Last Class Day in 1001  Final Exam Information Given

**NOTE: ASSIGNED ACTIVITIES/READINGS/WRITING WILL BE ADDED TO THE COURSE, AND ITEMS ON THIS OUTLINE ARE SUBJECT TO CHANGE.**

**1001-01 FINAL:    Tues., May 2        12:30-2:30pm**

**1001-03 FINAL:    Wed., May 3        12:30-2:30pm**



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>L</b>	20 IN CLASS: Submit Peer Review you did for a classmate. Begin Unit 3	21	22 <b>UNIT 2 ESSAY DUE @ BEGINNING OF CLASS</b> FOR CLASS: Have read Myth and Narrative Handout	23	24 For Class: Seger's "Creating the Myth" (handout/link)
<b>C</b>	27 For class: Ray's "The Thematic Paradigm" (handout/link)	28	MAR 1 For class: Warren's "Steps of a Hero's Journey" (handout/link)	2 <b>Mid-Term Review course syllabus and make appointment to see me if needed</b>	3 FOR CLASS: Read <i>Bedford</i> p694-716 – Villains
<b>L</b>	6 FOR CLASS: Read <i>Bedford</i> p718-734 - Heroes	7	8 In Class: Continue Unit 3: Bashir's Anti-Heroes	9	10 IN CLASS: Workshop for Summary and Contract
	13 <b>SPRING BREAK</b>	14 <b>SPRING BREAK</b>	15 <b>SPRING BREAK</b>	16 <b>SPRING BREAK</b>	17 <b>SPRING BREAK</b>
<b>C</b>	20 FOR CLASS: Hawthorne's "Young Goodman Brown" <a href="https://www.gutenberg.org/files/512/512-h/512-h.htm">https://www.gutenberg.org/files/512/512-h/512-h.htm</a>  <b>Individual SRA Due</b>	21	22 FOR CLASS: Robert Frost's "The Road Not Taken" <a href="https://www.poetryfoundation.org/resources/learning/core-poems/detail/44272">https://www.poetryfoundation.org/resources/learning/core-poems/detail/44272</a>  <b>Individual SRA Due</b>	23	24 FOR CLASS: <b>Project Summary and Group Contract Due in Class</b>  IN CLASS: Lecture: MLA
<b>L</b>	27 IN CLASS: Lecture: MLA	28	29 <b>Library Tour</b> <b>Class meets at south entrance of Booth.</b>	30	31 IN CLASS: Lecture: MLA
<b>C</b>	APRIL 3 IN CLASS: <b>GROUP PRESENTATIONS</b>	4	5 IN CLASS: <b>GROUP PRESENTATIONS</b>	6	7 IN CLASS: <b>GROUP PRESENTATIONS</b>
<b>L</b>	10  <b>FOR CLASS: 2 Research Sources SRA's due DRAFT!</b>	11	12 IN CLASS: <b>PEER REVIEW</b> <b>Draft 1 of Group Project.</b> <b>Bring a hard copy.</b> Homework: Complete Peer Review	13	14 IN CLASS: Submit the Peer Review you did for someone. Make revisions.
<b>C</b>	17 <b><u>NO CLASS</u></b> <b>GROUP CONFERENCES IN THE CLASSROOM</b> Homework: Revise after conference.	18	19 <b><u>NO CLASS</u></b> <b>GROUP CONFERENCES IN THE CLASSROOM</b>  Homework: Revise after conference.	20	21 <b><u>NO CLASS</u></b> <b>GROUP CONFERENCES IN THE CLASSROOM</b>  Homework: Revise after conference.
<b>L</b>	24 IN CLASS: Watch Film <b>All Extra Credit Due!</b> <b>In-Group Peer Review Due</b>	25	26 IN CLASS: Watch Film	27	28 IN CLASS: Watch Film  <b>FINAL Project Essay DUE</b>

1001-01 FINAL: Tues., May 2 12:30-2:30pm

1001-03 FINAL: Wed., May 3 12:30-2:30pm